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ABSTRACT

A self-instructional program in which teacher participants are asked to work individually as well as in groups is presented. Directions are provided for each activity. The program is divided into four major sections: (1) The Role of Adult Education, (2) Techniques for Building a Positive Self-Image; (3) Self-Application of Techniques, and (4) Behavioral Adjustment. (CK)

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DEVELOPING THE INDIVIDUAL

IN THE

ADULT CLASSROOM

An Experimental Instrument
Designed for Adult and Continuing Education

AC014135

DEVELOPED

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PREFACE

The following is a self-instructional program in which participants are asked to work individually as well as in groups. It is recommended that groups of eight to fifteen, depending on the number of participants available for grouping, be utilized. Directions are provided for each activity; Follow directions carefully, the program should take approximately an hour to complete.

THE FOLLOWING PROGRAM IS DIVIDED INTO FOUR MAJOR SECTIONS:

SECTION I	The Role of Adult Education	p. 1
SECTION II	Techniques for Building a Positive Self-Image	p. 4
SECTION III	Self-Application of Techniques . . .	p. 7
SECTION IV	Behavioral Adjustment	p. 9

PLEASE PROCEED, FOLLOWING DIRECTIONS CAREFULLY. READ THE INTRODUCTION ON PAGE ONE (1).

SECTION I - THE ROLE OF ADULT EDUCATION

With the advent of our scientific and technological society, the "world of work" is experiencing rapid change and alteration at an ever increasing rate. The information explosion alone is doubling every ten years. Profiles of occupational patterns already indicate that the average individual is changing jobs three to five times during his life. The speed by which this change is occurring has been dramatized in numberous ways by numerous agencies and statisticians. As Margaret Mead aptly stated, a truism of the 20th Century is that "no one will live all his life in the world into which he was born, and no one will die in the world in which he worked in his maturity."[1]

The implications for those of us who are directly involved in adult and continuing education are momentous. Directed re-education is obvious. The type, the scope, and the depth of this reeducation, however, is a crucial issue for adult education. A basic assumption of the following self-instructional program is that entry or reentry into the "world of work" will take more than occupational training or job placement. A successful program for adult students will need to provide the

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[1]Margaret Mead, "Thinking Ahead," Harvard Business Review, 36:164-70, November-December, 1958

PROCEED TO PAGE 2:

DIRECTIONS: INDIVIDUALLY READ THE FOLLOWING STATEMENTS AND CHECK (V) THE APPROPRIATE SPACE AS TO WHETHER YOU FEEL THAT THE STATEMENTS LISTED BELOW ARE VALID, PARTIALLY VALID, OR INVALID.

STATEMENTS:	VALID	PARTIALLY VALID	INVALID
1. The promotion of confidence, the development of a positive self-image, and the fostering of self-dignity in the adult student is the primary responsibility of the adult education teacher.	____	____	____
2. Classroom time should be taken for discussing personal feelings and opinions.	____	____	____
3. The primary purpose of adult education is gainful employment.	____	____	____
4. Adult education programs should have open door admissions without restrictions or prerequisites.	____	____	____
5. Adult education teachers should develop programs or learning experiences which capitalize on student interests and aspirations.	____	____	____
6. An effective adult educator should be empathetic and responsive to the circumstances and home life of the students.	____	____	____
7. Learning specific job skills will not necessarily encourage an attitude of self-dignity in students.	____	____	____
8. Prior to admissions, students should be given a self-assessment inventory by the counselor concerning their attitudes about their role in society.	____	____	____

WHEN ALL HAVE FINISHED, GO ON TO NEXT PAGE.

	VALID	PARTIALLY VALID	INVALID
9. When factual information has to be learned, student discussion should be encouraged.	_____	_____	_____
10. The desire to earn money is the major motivation for being an adult educator.	_____	_____	_____

DIRECTIONS: AS A GROUP, DISCUSS YOUR RESPONSES AND SIGNIFY BY PLACING A CHECK (✓) IN THE SPACE PROVIDED BELOW, THE GROUP'S CONCENSUS TO EACH OF THE STATEMENTS.

DID EVERYONE AGREE?

	Fully Agree	Partially Agree	Disagree
Statement One	_____	_____	_____
Statement Two	_____	_____	_____
Statement Three	_____	_____	_____
Statement Four	_____	_____	_____
Statement Five	_____	_____	_____
Statement Six	_____	_____	_____
Statement Seven	_____	_____	_____
Statement Eight	_____	_____	_____
Statement Nine	_____	_____	_____
Statement Ten	_____	_____	_____

SECTION II - TECHNIQUES FOR BUILDING A POSITIVE SELF-IMAGE

Developing motivation on the part of our students is not a simple task. One of the primary factors related to the problem of motivation is the student's level of aspiration. Certainly anything that would be done to raise the level of aspiration on the part of any adult student would most generally result in better performance. We would suggest that this level might be materially increased by improving each individual student's self-concept. The way that each individual looks at his own capabilities, his own successes and failures, his own potentialities for the future, and his own role in interpersonal relations will, to a large extent, determine his level of performance. By improving the student's own self-concept, we should be able to assist him to increase his own effectiveness as a job holder and more importantly as a citizen.

What can we do to develop a positive self-concept? A wide number of techniques are readily available to adult educators in the development of a positive self-image on the part of their students. The most commonly used techniques are spoken and written in nature. Three types of verbal and written comments can be determined: (1) Positive comments; (2) Comments which recognize and acknowledge but do not reward; (3) Comments which encourage clarification and self-analysis.

DIRECTIONS: READ AND BE PREPARED TO USE THE FOLLOWING TYPES OF SPOKEN AND WRITTEN COMMENTS.

TYPE I - POSITIVE COMMENTS (REINFORCEMENT)

Positive comments are defined as responses to that part of a student's performance which is correct or most nearly correct. The positive comment not only provides the student with feedback information concerning his answers or performance, but also relates to him approval, acknowledgment, and reward as to the appropriateness of his response. Examples of spoken or written positive comments using reinforcement include the following:

1. "Very good."
2. "That's excellent."
3. "You have a good point."
4. "That's a good question."
5. "You seem to have the right idea."

TYPE II - RECOGNITION AND ACKNOWLEDGMENT

The teacher is not necessarily attempting to shape, mold or direct a student. The purpose is to indicate that a student's comments have been understood and noted. Such an approach attempts to allow the teacher an opportunity to respond without ignoring or rejecting the student's answers or comments. Allowing the student opportunities to offer ideas without criticism or reinforcement is the major function of this type of response. The following are examples of responses typically found in this category:

1. "Uh-huh."
2. "I see."
3. "I understand."
4. "I understand what you are saying."
5. "Really."
6. "Okay."

TYPE III - CLARIFYING RESPONSE

A clarifying response is made by the teacher to a student's statement when the teacher wants the student to explore, to analyze, and to evaluate his own thinking. Typically phrased in the form of a question, this type of response does not attempt to reward but, rather, to encourage self and group examination of beliefs and values. It is a technique used to get the student to expand and evaluate his reasoning. The following are examples of clarifying responses:

1. "What does that mean to you."
2. "Could you state that another way?"
3. "How do you know that?"
4. "What makes you feel that way?"
5. "Would that be good for everyone?"

DIRECTIONS: USING THE VARIOUS TECHNIQUES IDENTIFIED FOR BUILDING A SELF-IMAGE FOUND ON THE PRECEDING PAGE, DECIDE IF THE FOLLOWING TEACHER RESPONSES ARE TYPE I (Positive Comment), Type II (Recognition and Acknowledgment), OR TYPE III (Clarifying Responses). PLACE YOUR ANSWER IN THE SPACE PROVIDED ON THE LEFT.

_____ 1. "That's a good question, John."

_____ 2. "Can you give me an example of that?"

_____ 3. "That's right - very good."

_____ 4. "What do you mean by ____?"

_____ 5. "I see what you mean."

_____ 6. "That's good thinking."

_____ 7. "I like that - I like what you say."

_____ 8. "Would you agree with that, Nancy?"

_____ 9. "All right."

_____10. "Okay."

DIRECTIONS: DISCUSS YOUR ANSWERS WITH THE OTHER MEMBERS IN YOUR GROUP IN THE SPACE PROVIDED. SIGNIFY THE GROUP'S CONSENSUS BY INDICATING THE NUMBER IN YOUR GROUP CHOOSING TYPE I, II, OR III.

1.	I ___	II ___	III ___	6.	I ___	II ___	III ___
2.	I ___	II ___	III ___	7.	I ___	II ___	III ___
3.	I ___	II ___	III ___	8.	I ___	II ___	III ___
4.	I ___	II ___	III ___	9.	I ___	II ___	III ___
5.	I ___	II ___	III ___	10.	I ___	II ___	III ___

WHEN YOUR GROUP HAS REACHED A CONSENSUS, COMPARE YOUR INDIVIDUAL AND GROUP RESPONSES WITH THOSE BELOW.

1. (1), 2. (3), 3. (1), 4. (3), 5. (2), 6. (1), 7. (1), 8. (3), 9. (2), 10. (2)

SECTION III SELF-APPLICATION OF TECHNIQUES

DIRECTIONS: READ THE FOLLOWING EXAMPLES OF STATEMENTS THAT STUDENTS MIGHT MAKE IN THE CLASSROOM. CHOOSE A RESPONSE FROM ONE OF THREE TYPES OF RESPONSES ON PAGE FOUR (4) and FIVE (5), AND WRITE THE RESPONSE IN THE SPACE PROVIDED.

1. STUDENT: "I just hate this school!"
   TEACHER: _____

   _____

   CHECK ONE: TYPE I___, II___, III___.

2. STUDENT: "It doesn't do you any good to cheat."
   TEACHER: _____

   _____

   CHECK ONE: TYPE I___, II___, III___.

3. STUDENT: "I never have been able to do arithmetic."
   TEACHER: _____

   _____

   CHECK ONE: TYPE I___, II___, III___.

4. STUDENT: "I'm a slow learner."
   TEACHER: _____

   _____

   CHECK ONE: TYPE I___, II___, III___.

5. STUDENT: "I'm not doing too bad."
   TEACHER: _____

   _____

   CHECK ONE: TYPE I___, II___, III___.

6. STUDENT: "I didn't do very good on this lesson."
   TEACHER: _____

   _____

   CHECK ONE: TYPE I___, II___, III___.

7. STUDENT: The student makes a statement completely unrelated to the class discussion. For example, in a mathematics class a student might say, "Mr. Johnson, what was the English assignment?"
TEACHER: _____

_____

CHECK ONE: TYPE I___, II___, III___.

8. STUDENT: The student makes an incorrect response to a question. For example, when asked, "Who was the first president of the United States," the student responded, "Lincoln."
TEACHER: _____

_____

CHECK ONE: TYPE I___, II___, III___.

9. STUDENT: The student makes a correct response to a question. For example, when asked, "Who was the first president of the United States," a student responded, "Washington."
TEACHER: _____

_____

CHECK ONE: TYPE I___, II___, III___.

DIRECTIONS: WAIT UNTIL EVERYONE IN YOUR GROUP HAS COMPLETED THE ASSIGNED TASK. AS A GROUP, COMPARE AND DISCUSS YOUR RESPONSES. INDICATE THE NUMBER IN YOUR GROUP CHOOSING TYPE I, II, OR III.

Statement:	Type I	Type II	Type III
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____

SECTION IV BEHAVIOR ADJUSTMENT

DIRECTIONS: INDIVIDUALLY LIST THREE OR MORE PHYSICAL OR VERBAL BEHAVIORS YOU WOULD LIKE TO CHANGE IN YOUR STUDENTS, e.g., BELCHING, SWEARING, ETC.

1.

2.

3.

4.

DIRECTIONS: AS A GROUP, IDENTIFY THE THREE BEHAVIORS LISTED MOST FREQUENTLY. AS A GROUP, DISCUSS HOW THESE BEHAVIORAL PROBLEMS MIGHT BE HANDLED. NOTE POSSIBLE SOLUTIONS THAT ARE UNIQUE.

1.

2.

3.

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